

FLUTE/PIANO/SAX LISTENING PARTY

LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will identify and differentiate the timbre and tone color of the piccolo, flute, soprano sax, alto sax, tenor sax, and baritone sax.

MATERIALS NEEDED:

1. Access to recorded music and/or videos via Spotify, iTunes, YouTube, or a CD library.
2. Playback equipment.

ACTIVITIES:

1. Listen to and/or watch a selection of works featuring the instruments listed in the objective.
2. Use a scorecard or listening worksheet to structure the listening experience. There are repertoire suggestions at the end of this lesson plan. Ask students to listen to a piece and check off the instruments they hear. Here's a sample scorecard.

TITLE	PICCOLO	FLUTE	SOP. SAX	ALTO SAX	TENOR SAX	BARI. SAX
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

A completed scorecard might look like this:

TITLE	PICCOLO	FLUTE	SOP. SAX	ALTO SAX	TENOR SAX	BARI. SAX	OTHER	PIANO
1. <i>Superscriptio</i>	X							
2. <i>Concerto for Saxophones and Orchestra, Mvt. 1</i>			X	X	X	X	X	
3. <i>Suite Modale</i>		X						X
4. <i>Movin' On</i>		X						
5. <i>Wings</i>				X				
6. <i>Fuzzy Bird Sonata</i>				X				X
7. <i>Tenor Madness</i>					X		X	
8. <i>Sequenza IXb</i>				X				

PICCOLO:

Zungenspitzenanz, Karl Stockhausen (solo piccolo)

<https://www.youtube.com/watch?v=X4x2IN5gBj4>

Country Band March, Charles Ives (concert band with piccolo solo)

<https://www.youtube.com/watch?v=avowzDI8uR0>

Superscriptio, Brian Ferneyhough (solo piccolo)

<https://www.youtube.com/watch?v=k2wBFWwJBNA>

Parable XII for Solo Piccolo, Vincent Perischetti (solo piccolo)

<https://www.youtube.com/watch?v=PGPxdqXzlhQ>
<https://www.youtube.com/watch?v=PGPxdqXzlhQ>

FLUTE:

Flute Sonata in G Major, Telemann (flute and piano)

<https://www.youtube.com/watch?v=qllutBtgj1c>

Flute Sonata, ii. Cantilena, Francis Poulenc (flute and piano)

<https://www.youtube.com/watch?v=EEqTUtFkkC4>

Suite Modale, Ernest Bloch (flute and piano)

<https://www.youtube.com/watch?v=i9KF0z9ZXRk>

Movin' On, Rhonda Larson (solo flute)

<https://www.youtube.com/watch?v=tZ3j7SaGXbU>

SOPRANO SAXOPHONE:

Song for a Form Carved by Water, Christopher Adler (soprano sax, contrabass)

<https://www.youtube.com/watch?v=ksO3F07KZAc>

ALTO SAXOPHONE:

Sequenza IXb, Luciano Berio (solo alto saxophone)

<https://www.youtube.com/watch?v=3G3nzwKmE6w>

Wings, Joan Tower (solo alto saxophone)

https://www.youtube.com/watch?v=rujr6cD3E_s

Fuzzy Bird Sonata, I. Run, Bird. Takashi Yoshimatsu (solo alto saxophone, piano)

<https://www.youtube.com/watch?v=QImHOYHUuu4>

TENOR SAXOPHONE:

Tenor Madness, Sonny Rollins (tenor saxophone, jazz ensemble)

<https://www.youtube.com/watch?v=S46dhVcYWpY>

BARITONE SAXOPHONE:

Czardas, Vittorio Monti (baritone saxophone, piano)

<https://www.youtube.com/watch?v=LDTwWacoXd4>



SAXOPHONE QUARTET and ORCHESTRA:

Concerto for Saxophone Quartet and Orchestra, Mvt. I, Philip Glass
(soprano saxophone, alto saxophone, tenor saxophone, baritone saxophone, orchestra)

<https://www.youtube.com/watch?v=MYklrYh7zuw>

NOTES:

1. Differentiating between the four kinds of saxophones is a sophisticated skill that takes time to develop.
2. Please use additional repertoire from your own curriculum to supplement and extend this activity. Feel free to add additional specific instruments to the scorecard.
3. Using video provides a great opportunity for visual identification and makes the task easier. You might try moving to recordings as students get more practice with the activity.

STANDARDS:

1. K–3. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 0.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. K–3. 4. Artistic Process: Respond or Critique. 1. Respond to or critique a variety of creations or performances using the artistic foundations. Music. 0.4.1.3.1. Compare and contrast the characteristics of a variety of theater performances.
3. Grades 4–5. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 4.1.1.3.1. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.



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